

1958

# A Follow-up Study of the Graduates of the Flandreau Indian School for the Years 1955, 1956, and 1957

John J. Riley

Follow this and additional works at: <https://openprairie.sdstate.edu/etd>

---

## Recommended Citation

Riley, John J., "A Follow-up Study of the Graduates of the Flandreau Indian School for the Years 1955, 1956, and 1957" (1958).  
*Electronic Theses and Dissertations*. 2532.  
<https://openprairie.sdstate.edu/etd/2532>

This Thesis - Open Access is brought to you for free and open access by Open PRAIRIE: Open Public Research Access Institutional Repository and Information Exchange. It has been accepted for inclusion in Electronic Theses and Dissertations by an authorized administrator of Open PRAIRIE: Open Public Research Access Institutional Repository and Information Exchange. For more information, please contact [michael.biondo@sdstate.edu](mailto:michael.biondo@sdstate.edu).

45243  
**A FOLLOW-UP STUDY OF THE GRADUATES OF THE FLANDREAU  
INDIAN SCHOOL FOR THE YEARS  
1955, 1956, AND 1957**

**By  
John J. Riley**

**A research paper submitted  
in partial fulfillment of the requirements for the  
degree Master of Education (Option A) at South  
Dakota State College of Agriculture  
and Mechanic Arts**

**March 1958**

## TABLE OF CONTENTS

CHAPTER	<u>Page</u>
<b>I INTRODUCTION.....</b>	<b>1</b>
Enrollment Area.....	3
Criteria for Enrollment.....	3
Need for the Study.....	4
The Purpose.....	5
Delimitations.....	6
Procedure.....	6
Questionnaire Returns.....	7
<b>II EDUCATIONAL AND OCCUPATIONAL STATUS OF GRADUATES.....</b>	<b>10</b>
Employment Status.....	10
Type of industry in which graduates ✓ found initial employment.....	10
Type of work performed by graduates.....	13
Methods used for securing employment.....	14
Present occupational status.....	18
Educational Status.....	19
Additional training secured.....	19
Types of schools.....	21
<b>III SUMMARY AND RECOMMENDATIONS.....</b>	<b>22</b>
Findings.....	22
Recommendations.....	25
<b>APPENDIX OF DATA.....</b>	<b>27</b>

## LIST OF TABLES

### Page

Table I	Return of questionnaires by years.....	8
Table II	Types of industries in which graduates for the three year period 1955 to 1957 found initial employment.....	12
Table III	Type of work done by graduates of the three year period 1955 to 1957.....	15
Table IV	Methods used for securing initial and present employment by graduates for the three year period 1955 to 1957.....	17
Table V	Present occupational status of graduates for the three year period 1955 to 1957.....	18
Table VI	Additional training or education received by graduates for the three year period.....	20
Table VII	Number of students starting each class, number of dropouts from each class, and number of students graduating with each class for the three year period 1955 to 1957.....	24

## **CHAPTER I**

### **INTRODUCTION**

It seems especially suitable to present in the introduction some historical facts concerning the school whose graduates, of the three-year period 1955 to 1957, are the subjects of this study. These historical data were secured from current student hand books and year books, the files of the schools newspaper, "The Flandreau Spirit" and from Mr. Herman Bogard, who has served in the capacity of Superintendent at Flandreau Indian School since February 1941.

Origin. The Flandreau Indian School had its origin in an Indian Mission Church built in 1871. It continued as a mission school until 1883 when the United States government purchased the property.<sup>1</sup> The present site was purchased in 1892 and on July 12 of the same year work was started on construction of the first buildings.

The school was formally opened on March 7, 1883 with a beginning student body of ninety-eight Indian boys and girls. The initial plant, valued at \$75,000 was staffed by twelve instructors and employees and included boys' and girls' dormitories and a school building which is now the girls' annex.

Development. From this humble beginning the school has gradually

---

<sup>1</sup> Flandreau Indian School Hand Book, Flandreau, South Dakota, 1955-56, p.3.

developed into an institution of more than seventy buildings for the use of students and staff organizations. The first addition was in 1893 when a fourth building was added. This building housed the carpenter shop, a laundry, and a bake oven and has since been converted into a residence. Development through the years has been steady and today Plandreau Indian School has one of the finest physical plants to be found in this section of the country.

Development of the curriculum and staff has kept pace with Plandreau Indian Schools' physical development. From 1893 to 1918 academic work of the school included only the first eight grades. In 1919 the 10th grade was added; and in the next ten years a complete high school course was developed. Today only the four high school grades are included. The faculty has grown in numbers from the original staff of twelve to seventy-three.

The growth has shown itself in many fields. The student body has grown from 98 to 500 with an annual graduation class of approximately 70. The curriculum now includes courses in vocational as well as academic. Included in the vocational offerings are woodworking, welding, Auto Shop, Electric Shop, Home Economics, Sewing, Masonry, Baking, Laundry, Office Practice, and others.

Plandreau Indian School has a well rounded athletic and recreational program. The school sponsors interscholastic teams in football, basketball and track. The students enthusiastically support an intramural basketball program. Such sports as badminton and cable tennis are played in the gymnasium in the winter months. There are four good tennis courts and in the winter an area is flooded for ice skating.

# REQUIREMENT AREA

The area from which Plandreau Indian School secures its enrollment is large indeed. The student body has representatives from most of the ten states from the Great Lakes west to Montana and Wyoming and from Canada south to Iowa. The states represented in the student body are by name as follows: Nebraska, Minnesota, Iowa, North Dakota, South Dakota, Oregon, Montana and Wyoming.<sup>1</sup> From these eight states over twenty separate tribes send their youth to Plandreau Indian School to be educated.<sup>2</sup> Some of the tribes that have representation at Plandreau are the Winnebago, Blackfoot, Winnebago, Flathead, Ojibwa, Cheyenne, and Sac and Fox.

## CRITERIA FOR REQUIREMENT

Students desiring admittance to Plandreau Indian School must be one-fourth or more degree Indian blood and must make formal application.

All applications approved for admittance must meet one or more of the following criteria:<sup>3</sup>

- A. The child is dependent, coming from a broken home in which:
  1. One or both of the parents is dead.
  2. One or both of the parents is in a hospital for an indefinite period of time.

---

<sup>1</sup> "Tomy Visits the Indians", The Morrel Magazine, December 1954, p.6.

<sup>2</sup> Ibid.

<sup>3</sup> U. S. Department of Interior, Bureau of Indian Affairs, Memorandum to all Superintendents and Reservation Principals, November 1956, Aberdeen, South Dakota.

3. The parents are divorced, or one has deserted, and there is no adequate home maintained.
4. One or more of the parents is in jail and the home is broken.
5. Uncontrollable chronic alcoholism, vice or criminal tendencies exist in the home.

Before a child, coming within one or more of the foregoing categories, shall be admitted to a federal boarding school, (Plandreau Indian School is a federal boarding school), certification that no suitable boarding home care arrangement is available shall be made by the welfare worker.

B. The family home is in a remote area, not served by either a public or federal school.

C. The child is a high school student desiring specific vocational training which cannot be obtained in a local public high school.

D. Because of local or home conditions which cannot be controlled, the child has shown delinquent tendencies, has been before the Juvenile Court, or has been faced with confinement in a corrective institution although there is evidence that a suitable institutional environment may bring about an effective correction.

#### **MEMO FOR THE STAFF**

The students of Plandreau Indian School no doubt are receiving such beneficial education which is of definite value to them after graduation.



tion. However, without a formal follow-up study of its graduates the school is ill informed as to the educational and vocational status of its students after graduation.

If a school and its curriculum are to function at maximum efficiency it must know the status of its finished product. For proper evaluation of the efficiency of the curriculum offered by the school it is necessary to examine any shortcomings that may be uncovered by questioning former students of the school.

#### THE PURPOSE

The purpose of this study is to analyze the educational and vocational experiences of the graduates of Plandreau Indian School, Plandreau, South Dakota for the years 1955, 1956, and 1957.

The primary objectives of this study, for which the questionnaire and the personal interview seeks to obtain information, are as follows:

1. To establish the number and types of occupations in which the graduates of Plandreau find employment.
2. To determine how employment is secured by these students.
3. To determine the type and amount of education received after graduation.
4. To determine the value and degree of efficiency in the present curriculum.
5. To ascertain the degree to which the training received at Plandreau has been utilized.
6. To determine whether the services rendered by the school,

such as, placement, guidance, and others are meeting the needs of the graduates.

7. To make some summaries and conclusions concerning the value of the present curriculum with respect to the student after graduation.

It should be stressed at this point that this study is not intended to be a curriculum study, but findings of this study should provide valuable information for the administration in adjustment and revision of the present curriculum.

#### **DELIMITATIONS**

This study is limited to the graduates of the Flandraan Indian School for the years 1955, 1956, and 1957. It is further limited to the information received from questionnaires and letters returned by these graduates and from information received in personal interviews with returning graduates.

#### **PROCEDURES**

Data used in this follow-up study were secured from the school's permanent record cards of former students, located in the school principal's office, from relatives of graduates who were in school at the time the study was made, from Mrs. Cornelius, former secretary to the principal, from the information secured by a questionnaire, and from information received in personal interviews with returning graduates.

From the permanent record cards, information was secured pertaining to names and addresses of former students, date of graduation, and

number of students in each graduation class.

Information such as changes in addresses were obtained from the relatives of former students.

Mrs. Cornelius has first-hand knowledge of many graduates under study. She was particularly helpful in giving such information as the marriage names of several students and making the permanent record card files available to the writer.

Information received from personal interviews with returning graduates was limited to the same information which the questionnaire seeks to obtain.

A form letter, (Appendix A), a copy of which may be found in the appendix, was mailed to all graduates of the Flandreau Indian School for the years 1955, 1956, and 1957. This letter asks the graduates cooperation in the completion and returning of the enclosed questionnaire, (Appendix B).

Two weeks after the first letter was mailed a follow-up letter, (Appendix C), with an enclosed copy of the questionnaire was sent to the graduates who failed to respond to the first letter.

#### QUESTIONNAIRE RETURNS

One hundred and seventy-six copies of the questionnaires together with a self-addressed stamped envelope, were mailed, one to each of the graduates of the Flandreau Indian School for the years 1955, 1956, and 1957.

Table I shows, by year, the number of graduates from the Flandreau Indian School, the number of questionnaires mailed, the number of questionnaires returned and the percent of the questionnaires returned.

The data in Table I show that only 48, or 27 percent of the graduates for the three year period responded to the questionnaire. This small percentage of returned questionnaires is probably due to many factors, but the apathy or lack of interest characteristic of the average student enrolled at Flandreau could be held accountable for a large percentage of the questionnaires not returned. This apathy combined with the large enrollment area, of the school, makes an adequate sampling almost impossible to attain by the use of a questionnaire alone.

Table I

## RETURN OF QUESTIONNAIRES BY YEARS

Year	Number of Graduates	Questionnaires Mailed	Questionnaires Returned	Questionnaires (Per Cent of) Returned
1955	65	65	13	20%
1956	44	44	15	34%
1957	67	67	21	31%
Totals	176	176	48	27%

It is customary that large numbers of former students visit the Flomdreau Indian School during the school year. It was during such visits that 31 of the graduates under study were interviewed, and the same information which the questionnaire seeks to obtain was secured. This information, secured from the 31 visiting graduates, added to the information secured from the 48 returned questionnaires makes a 44.8 percent sampling of the total 176 graduates who are the subjects of this study.

## CHAPTER II

### EDUCATIONAL AND OCCUPATIONAL STATUS OF GRADUATES

The purpose of this chapter is to show data, secured from the personal interviews and returned questionnaires, relating to the educational and occupational status of the graduates of Flandreau Indian School for the three year period of 1955 to 1957.

This chapter represents data relating to (1) additional training secured by the schools graduates, (2) the type of school attended, (3) their present occupational status, (4) the methods used by graduates to secure employment, initial and present, (5) the type of industry in which the schools graduates found initial employment, and (6) the kind of work done by the former students.

### EMPLOYMENT STATUS

Type of industry in which graduates found initial employment. The types of industries in which graduates found initial employment are grouped into eleven major industry groups as follows: factories, trade, farms, service, transportation and utilities, state and local government, construction, Federal Government, domestic service, Armed Service, and none.<sup>1</sup>

The above groupings are used because of the many dissimilar jobs within the various categories. The industry groups are used also in order

---

<sup>1</sup> U. S. Department of Labor, Occupational Outlook Handbook, Washington, D. C., 1951, p. 24.

to yield percentages which are more meaningful than percentages derived from small job classifications.

The heading "Professions" covers all occupations in the manufacturing field such as the skilled laborer, the machinist, the engineer, and the operative or semiskilled worker. Under the heading "Trade" is grouped all occupations concerned with retail and wholesale trade. Salesmen and saleswomen make up the bulk of this category. "Service" includes positions held in automobile and other repair shops, laundries, hotels, barber shops, theaters, and restaurants.

Table II shows the types of industries in which the graduates found initial employment, the number of graduates in each group, and the percent of graduates in each group. Of the 80 reporting former students 23, or 27.7 percent could they had never worked in any industry. The next largest number of graduates, 15, or 19.7 percent reported they secured initial employment in a service industry. Construction ranked third with 12, or 15 percent of the graduates securing initial employment in this type of industry.

It is further indicated by Table II that the industries in which the former students secured employment are varied. There is no large concentration in any one industry. Also indicated by Table II is the appealing percentage of students that graduate and find no employment. This situation will be developed further in a latter section of this chapter.

One unusual situation suggested by Table II is that only a small percentage, 3.75 percent, of the schools graduates find employment in farm industry. This is unusual because of the overwhelming majority of the school's student body comes from a rural farm and ranch type home; and upon graduation

Table II

**TYPES OF INDUSTRIES IN WHICH GRADUATES FOR THE THREE  
YEAR PERIOD 1955 TO 1957 FOUND INITIAL EMPLOYMENT**

<b>Types of Industries</b>	<b>Number</b>	<b>Per Cent</b>
<b>Factories</b>	<b>6</b>	<b>7.50%</b>
<b>Trade</b>	<b>3</b>	<b>3.75%</b>
<b>Farms</b>	<b>3</b>	<b>3.75%</b>
<b>Services</b>	<b>15</b>	<b>18.77%</b>
<b>Transportation and Utilities</b>		
<b>Government <del>State and Local</del></b>	<b>2</b>	<b>2.50%</b>
<b>Construction</b>	<b>12</b>	<b>15.00%</b>
<b>Government Federal</b>	<b>10</b>	<b>12.50%</b>
<b>Domestic Service</b>	<b>3</b>	<b>3.75%</b>
<b>Armed Service</b>	<b>4</b>	<b>5.00%</b>
<b>None</b>	<b>22</b>	<b>27.77%</b>
<b>Totals</b>	<b>80</b>	



the majority of students return to that type of community. This situation can be explained in part by the lack of employment opportunities available to students returning to their home reservations; and probably explains, also in part, the large percentage of students reporting they found employment in none of the eleven major industry groups.

Type of work performed by graduates. The fact, indicated in Table II, that a large percentage of graduates are doing no type of work after leaving school is also suggested by Table III. Twenty-two of the 80 reporting graduates said they have never done any type of work. Running a poor second, as far as numbers are concerned, is the clerical field of work. It may be noted at this time that even though there is no formalized clerical training program at Flandreau Indian School, graduates mention doing clerical work often more than any other type of work. Flandreau Indian School offers its students a limited exploratory course in the field of commerce. It is believed in some quarters that an exploratory course of this type is the best method of determining student interest and aptitude. If the student has an interest or an aptitude for this type of work he may continue with his commercial education, after graduation, in a post-graduate course offered at Bushnell Institute, Lawrence, Kansas. This course is primarily concerned with training Indian youth for clerical positions in the Federal Civil Service. After clerical, the next largest number of students reporting said they did domestic and nursing in their initial jobs after graduation. Seven former students reported that bricklaying was the work they did after graduation. Masonry and bricklaying seem to hold a certain fascination for the male Indian youth. Even though physical facilities have been expanded and an extra masonry instructor has been employed

in the past year; the masonry department still has an overflow of student applications for admittance. This is the only vocational course offered at Flandrean Indian School where this situation exists.

It is suggested by Table III that students graduating from Flandrean Indian School go into clerical work more consistently than into any other type of work. Entry into other lines of work is more sporadic. One year several students may enter a field of work and the next year no student reports doing that type of work. The consistency of graduates entering clerical fields of work may be explained by the unlimited number of clerical job openings for high school graduates since World War II. An explanation of the sporadic entry into the other fields will have to wait for further research.

Methods used for securing employment. The primary object of this section is to show data relating to the way in which graduates for the three year period secured initial and present employment.

Table IV shows that only 56 of the 80 graduates that responded to the questionnaire answered the question on how they secured their initial positions. Of the 56 former students who answered this question approximately 56 percent said they secured their initial job after graduation through personal application; 7, or 12.5 percent were placed by the school; 7, or 12.5 percent were placed by a relative; 5.3 percent were placed by relocation service; 5.3 percent were placed through a friend; 3.5 percent by other means; and only 1, or 1.8 percent by an employment agency.

The two students reporting they secured their initial positions through other means are service men and they received their "positions" through induction.

**Table III**  
**TYPE OF WORK DONE BY GRADUATES**  
**OF THE THREE YEAR PERIOD 1955 TO 1957**

Type of Work	Year Graduated			Total
	1955	1956	1957	
Farm		1	2	3
Bricklaying	2	1	4	7
Machinist	1			1
Welding		1		1
Riveting		1		1
Painting		2		2
Stationary Eng.			1	1
Electrical	1	2		3
Auto Machinist	1			1
Assembly Line			3	3
Clerical	3	3	4	10
Waitress	2		1	3
Domestic	3	1	4	8
Nursing	5	1	2	8
Labor		3	3	6
None	1	13	8	22
Totals	19	29	32	80

Increased effort by the Flaudreau Indian School to place graduates on the job would seem justified by noting that only 7, or 12.5 percent of the reporting graduates secured initial employment through the efforts of the school. The school with all its elaborate educational facilities boasts no organized placement service for its students. Students that reported being placed by the school have secured their initial positions through the efforts of individual teachers and instructors rather than through an organized service of the school.

One agency of the government that may aid substantially in job placement may be the Federal Relocation Service. It may be well to discuss at this point and explain some of the functions of the Federal Relocation Service. The chief purpose of "Relocation" is to move the employable Indians off the reservation, where job opportunities are few and unemployment is high, to urban areas where there is an abundance of employment. This method of moving people from the reservation to urban areas entails more than casual observation would reveal. At the reservation level this task is a complex one, indeed, as may be seen when consideration is given to cultural patterns, home security, family ties, and government subsidies that are available in the form of relief payments. However, at the high school level where the Indian student is accustomed to being away from home and family ties, the task becomes somewhat less difficult. The average high school senior in a government boarding school has been away from home nine months of each year for at least the last four years. He has been home little since reaching the age of adolescence. He has not identified himself, too strongly, with local reservation groups and has not developed many of the local customs. One of the chief difficulties in relocating

people at the reservation level is their inability to break these strong group and family ties that have been developed over the years. It would seem, then, that relocating students upon graduation from high school, before these ties are too strongly developed, would make the task, if not less difficult, at least much less complicated.

Table IV

**METHODS USED FOR SECURING INITIAL AND PRESENT  
EMPLOYMENT BY GRADUATES FOR THE THREE YEAR PERIOD  
1955 TO 1957**

<b>Method Used to Secure Position</b>	<b>Initial No.</b>	<b>Per Cent</b>	<b>Present No.</b>	<b>Per Cent</b>
Personal Application	33	56.9%	9	42.8%
Placed by school	7	12.5%	1	4.7%
Placed by relocation	3	5.3%		
Through a friend	3	5.3%	4	19.0%
Through a relative	7	12.5%	1	4.7%
Employment agency	1	1.8%	4	19.0%
Other	2	3.5%	2	9.5%
<b>Total</b>	<b>56</b>		<b>21</b>	

Present occupational status of graduates. The data in Table V show that 23, or 28 percent of the 80 reporting graduates were enrolled in a school at the time the questionnaire was returned. The second largest number of graduates reporting, 20, or 25 percent, said they were unemployed. Seventeen, or 21 percent were employed full time; whereas 2, or 2.5 percent were employed only part time. Twelve former students reported they were housewives and 6, or 7.5 percent reported being in the armed services.

Table V

**PRESENT OCCUPATIONAL STATUS OF GRADUATES FOR  
THE THREE YEAR PERIOD 1955 TO 1957**

Status	Number	Per Cent
Self employed		
Employed full time	17	21.0%
Employed part time	2	2.5%
In school	23	28.0%
Unemployed	20	25.0%
Housewife	12	15.0%
In armed service	6	7.5%
Totals	80	

These data tend to show that a large percentage of the school's graduates who responded to the questionnaire were unemployed and not using the training they had received at Plandreau. This situation becomes increasingly perplexing when consideration is given to the reasons that prevented over 50 percent of the graduates from returning the questionnaire. A large percentage of Plandreau's student body display apathy towards almost every endeavor to reveal his attitude, because the Indian is still a proud individual and would rather remain silent than disclose anything about his adjustment that was unsatisfactory. For this reason it may be inferred that a much larger number of the graduates that did not return the questionnaire are unemployed than the graduates that did respond.

If a larger percentage of the school's graduates could be placed directly from school to a job; before going home and identifying themselves with an undesirable reservation environment, this large number of unemployed former students may be considerably reduced.

#### EDUCATIONAL STATUS

Additional training secured. Table VI shows that 52 of the 80 reporting graduates said they received no additional training after graduation from Plandreau Indian School. Twenty-eight graduates reported they received additional schooling, but no student reported receiving more than three additional years. Twenty-six graduates said they received one year additional training. One graduate reported receiving two years and one graduate reported receiving three years additional schooling.

The time lapse between the date of graduation and the date of the survey is a definite limitation in determining the amount of additional

Table VI

**ADDITIONAL TRAINING OR EDUCATION RECEIVED BY  
GRADUATES FOR THE THREE YEAR PERIOD 1955 TO 1957**

Type of School	Time in attendance			Total
	None	1 Yr.	2 Yrs.	3 Yrs.
Government college		12	1	13
University		1		1
College				1
Junior college		3		3
Vocational school		3		3
Nurses training		3		3
Other		4		4
None	52			52
Totals	52	26	1	1
				80



education received by the school's graduates. However, Table VI indicates the possibility of only a very small number of the graduates under study in pursuit of an academic degree.

Types of schools. Thirteen graduates report that they are attending a government college, namely Haskell Institute, Lawrence, Kansas. This is not an actual college but more like a post-graduate high school or an advanced vocational school. Each of the types of schools listed as junior college, vocational school, and nurses training were attended by three graduates at the time the survey was made. One graduate reported attending a university and one graduate also reported attending a college.

## CHAPTER III

### SUMMARY AND RECOMMENDATIONS

The purpose of this investigation was to analyze the educational and vocational experiences of the graduates of the Pleasanton Indian School for the years of 1955, 1956, and 1957.

### FINDINGS

Some of the more important findings of this study have been condensed, grouped, and briefly presented in the numbered paragraphs which follow:

1. The types of industries in which the graduates found employment are varied. Twenty-two, or 27.7 percent reported finding no work in industry. Fifteen or 19.7 percent found work in a service industry; 12, or 15 percent in construction; 10, or 12.5 percent in Federal Government; 6, or 7.5 percent in factories; and 4, or 5.0 percent in the armed forces. Three, or 3.75 percent of the graduates found employment in each of the following industries: trade, domestic service, and farms. Two ~~former~~ students reported receiving work in state and local government; and no ~~student~~ reported working in transportation and utilities.

2. Only 56 of the 80 ~~former~~ students, that responded to questioning, answered questions relating to methods used to secure employment. Thirty-three, or 56.9 percent of the 56 reporting graduates secured their initial positions through personal application. Seven, or 12.5 percent were placed by a relative. Three, or 5.3 percent were placed through the

facilities of the United States Relocation Service; and three were placed by a friend. Only one, or 1.8 percent reported using an employment agency to secure a position; and two, or 3.5 percent were placed by other than the mentioned placement methods.

3. The data revealed that 52 of the 80 reporting graduates received no additional school training after they were graduated from high school. Twelve former students reported receiving one year additional training and one student reported receiving two years training, all at Haskell Institute. One graduate had received one year schooling in a university; and one graduate received three years of additional schooling at a college. Three students reported receiving one year additional training in each of the following: junior college, vocational school, and nurses training.

4. One-fourth of the 80 reporting graduates said they were unemployed at the time they were questioned. It can be assumed that these former students are not using the training they received at Flomdreau. Twenty eight percent were in school, 21 percent were employed full time, 15 percent were housewives, 7.5 percent were in the armed service, and 2 percent were employed only part time.

5. As to the type of work performed by graduates of the three year period, 22 reported doing no type of work after graduating from the Flomdreau Indian School. Ten of the graduates were doing work in the clerical field, 8 former students were doing domestic work, 8 were in nursing, and 7 were bricklayers. Entry into all types of work was sparsely with the exception of the clerical field. Only one graduate reported doing work in each of the following: machinist, welding, riveting,

Table VII

**NUMBER OF STUDENTS STARTING EACH CLASS, NUMBER OF DROPOUTS  
FROM EACH CLASS, AND NUMBER OF STUDENTS GRADUATING WITH  
EACH CLASS FOR THE THREE-YEAR PERIOD  
1955 TO 1957**

<b>Class</b>	<b>Number Beginning</b>	<b>Number of Dropouts</b>	<b>Number Graduating</b>
1955	155	90	65
1956	148	104	44
1957	197	130	67
<b>Totals</b>	<b>500</b>	<b>324</b>	<b>176</b>

stationary engineering, and auto machinist. Many students reported doing work other than the work for which they were trained at Plandreau.

6. Table VII shows some incidental information secured during the course of this investigation. As indicated in Table VII, each of the three graduating classes under study had well over 50 percent student drop-out during the four year high school course. The class of 1955 started with 155 students and finished with 65. One hundred forty-eight students started with the class of 1956 and only 44 graduated. Only 67 students graduated from the original 197 starting with the class of 1957. Over

the seven year period from the time the 1955 class started until the 1957 class graduated, the school lost 324 students from dropout in these three classes alone. These 324 students represent 64.8 percent of the total student enrollment in the three classes under study.

#### RECOMMENDATIONS

It is evident from the findings of this investigation that the school is not maintaining close enough contact with its graduates. The difficulties encountered in securing information from the graduates indicates the need for a formalized follow-up program. Both the students and the school have much to gain from an organized follow-up program. It is recommended that this suggested follow-up program be incorporated with the existing guidance program.

The large number of unemployed graduates can be traced to at least three possible causes: (1) lack of job opportunities on the home reservation, (2) lack of placement facilities at the school, and (3) failure on the part of the school to anticipate the future needs of its students. In view of the foregoing statement it is recommended that an educational and vocational placement service be created at Plumtree Indian School. The main purpose of this placement service would be an intelligent occupational and educational guidance for all students of the school. Some of the more important functions of this service would be to maintain student records, establish and maintain an occupational and educational file, place students in suitable occupations and schools, and reverse the present policy of looking to industry for employment opportunities to a situation where industry looks to the school to fill its employment needs. By

organizing a placement service of this type such duplication could be eliminated, students could be placed in more desirable occupational and educational locations, wasteful overlap would be reduced, and effectiveness would be increased.

Since only about 35 percent of the school's graduates receive additional training, it can be assumed that the training received at Plandome is terminal for a large percentage of the student body. It is recommended that consideration be given to this point in the planning of any future curriculum changes and development.

It is further recommended that a comprehensive investigation be made concerning the large percentage of student dropout. Information could be secured for this study by two techniques used successfully in business and industry. First, the terminal interview, and second, when the terminal interview is impossible, a form letter and questionnaire may be used. The questionnaire technique will probably be used with only a limited success as indicated by the small percentage of returned questionnaires received in this study. This investigation, concerning student dropout, should uncover any of the causative factors and offer some useful recommendations aimed at eliminating this undesirable dropout situation.

Finally, it is recommended that the curriculum of the Plandome Indian School be strengthened by adding a formalized business education training program. To justify the increased financial expenditures of such a program, attention should be focused on the following: student interest in business education is high, occupational opportunities in the commercial field are unlimited in government and business, and a large percentage of the school's graduates and former students are engaged in some form of

business or clerical work.

### **LITERATURE CITED**

**Flandreau Indian School, Hand Book, Flandreau, South Dakota  
1955-56, p.3.**

**"Tony Visits the Indians", The Morrel Magazine, December 1954, p.6.**

**U. S. Department of Interior, Bureau of Indian Affairs, Memorandum  
to all Superintendents and Reservation Principals, November  
1936, Aberdeen, South Dakota.**

**U. S. Department of Labor, Occupational Outlook Handbook, Washington,  
D. C., 1951 p. 24.**



**APPENDIX A**

**A FORM LETTER**

**Flandreau Indian School  
Flandreau, South Dakota  
December 20, 1957**

**Dear Graduate:**

We are making a follow-up study of the graduates of Flandreau Indian School to find out if the courses you took, while attending here, have helped you after graduation. We are also interested to receive any suggestions you may make for improving the courses we offer.

Your assistance in filling out and returning the enclosed blank will be a great help to us in our work.

All information received will be kept in strict confidence by the person working on this survey.

You may be unable to answer some of these questions but please complete and return what you can. Further comments will be appreciated.

Thank you.

Yours truly,

John J. Riley \*

## APPENDIX B

### A QUESTIONNAIRE

Name \_\_\_\_\_ Tribe \_\_\_\_\_  
(Last, First Middle)

Present address \_\_\_\_\_

Date of graduation from Flandreau \_\_\_\_\_

Vocation studied at Flandreau \_\_\_\_\_

1. Give the following information concerning your first job after graduation from Flandreau.

Kind of business \_\_\_\_\_  
(government, construction, cafe, hotel, etc.)

Type of work \_\_\_\_\_  
(bricklaying, labor, waitress, etc.)

2. What is your present occupation? \_\_\_\_\_

3. In your work do you use any of the skills which you studied in your vocation at Flandreau? \_\_\_\_\_

4. Have you ever used these skills in any work you have done? \_\_\_\_\_

5. Place a check mark in the space provided behind the method by which you secured your first job after graduation, and your present job.

	First Job	Present Job
Personal application	_____	_____
Placed by school	_____	_____
Through a friend	_____	_____
Through a relative	_____	_____
Relocation service	_____	_____
Employment agency	_____	_____
Other	_____	_____

6. Please list below any training you may have had after leaving Flandreau.

If none check here \_\_\_\_\_.

Type of school	Field of work	Time in attendance	Degree
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

7. What additional course (courses) do you feel is (are) needed at Flandreau?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

8. List below other jobs that you have held since graduation.

Jobs	Duties
_____	_____
_____	_____
_____	_____

9. Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**APPENDIX C**

**A FOLLOW-UP LETTER**

**Flandreau Indian School**  
**Flandreau, South Dakota**  
**January 3, 1958**

**Dear Graduate:**

**In checking the returns of the questionnaires pertaining to your educational and vocational status after graduation, dated December 20, 1957, we find that we have as yet not received a comment from you.**

**If this study is to be complete a comment from all the former students of our school is desirable. Please complete and return the enclosed questionnaire as soon as possible.**

**Thanks, in advance, for your help in this matter.**

**Yours truly,**

**John J. Riley**